

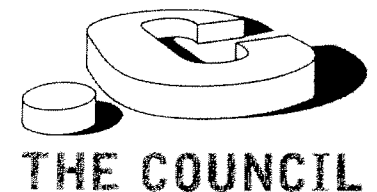
Authorizing Public Charter Schools

HOUSE EDUCATION COMMITTEE PRESENTATION
MARCH 23, 2010

Billie Kops Wimmer
Executive Director
Michigan Council of Charter School Authorizers

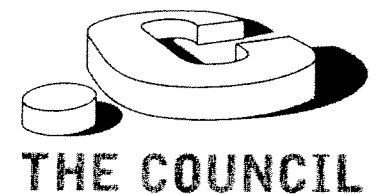
Dr. Lawrence Wells
Charter School Office
Ferris State University

Mary Kay Shields
The Center for Charter Schools
Central Michigan University



GETTING STARTED

Authorizing Overview & The Charter Application Process



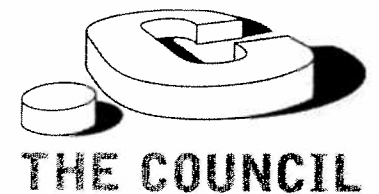
TYPES OF CHARTER SCHOOLS

**Public School
Academies (6a)**

**Urban High School
Academies (6c)**

**Schools of Excellence
(6e)**

**Strict Discipline
Academies
(380.1311d)**



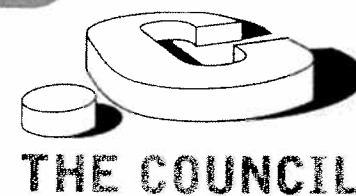
TYPES OF AUTHORIZERS

Public Universities

Community Colleges

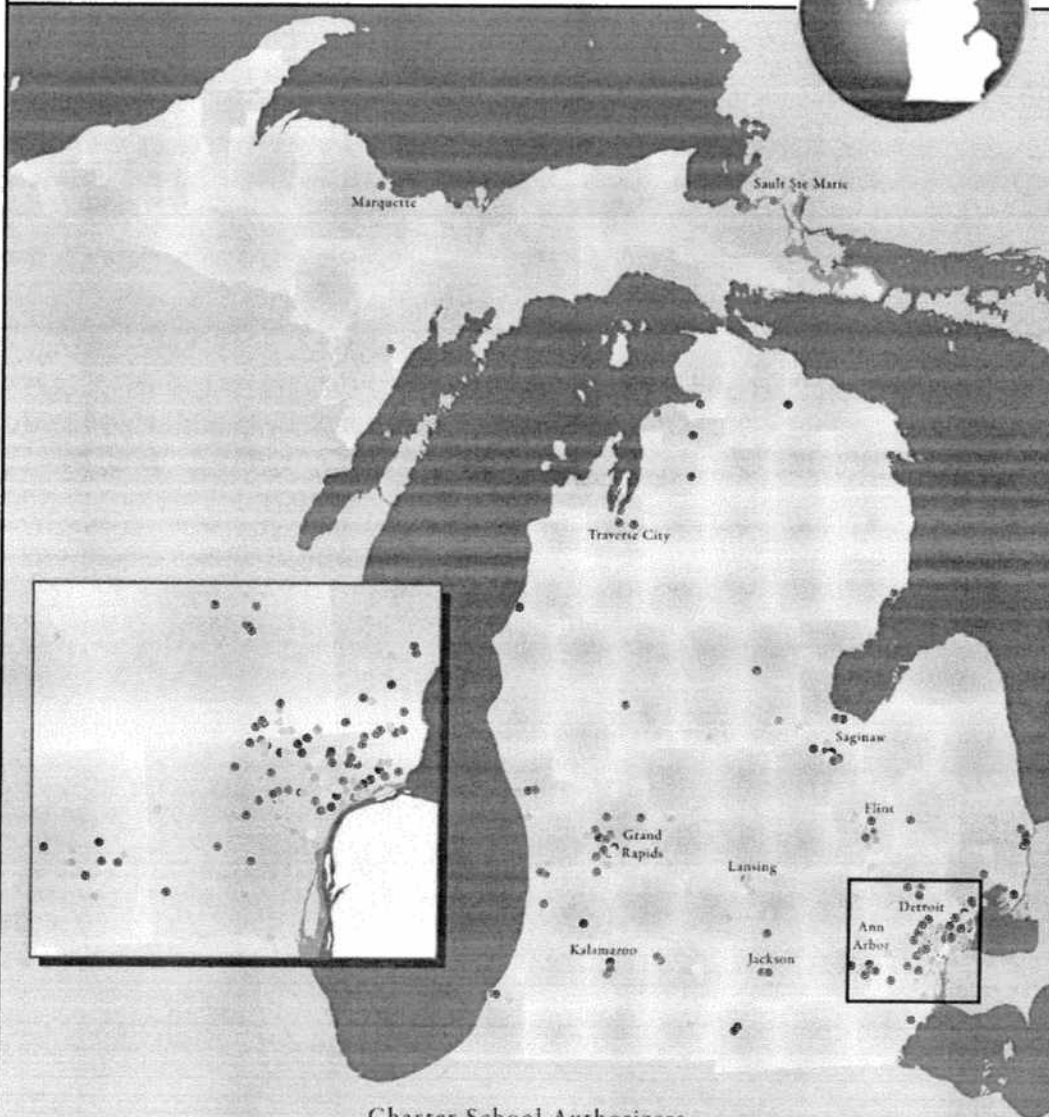
Intermediate School Districts

Local School Districts



Michigan Charter Schools

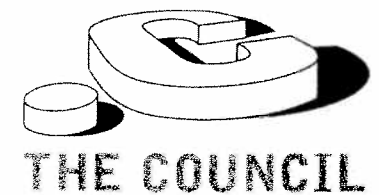
Administration Buildings



Charter School Authorizers

- | | | | |
|-------------------------------|---------------------------------|----------------------------------|-----------------------------------|
| • All Other Authorizers | • Eastern Michigan University | • Lake Superior State University | • Oakland University |
| • Bay Mills Community College | • Ferris State University | • Midland County ESA | • Saginaw Valley State University |
| • Central Michigan University | • Grand Valley State University | • Northern Michigan University | • Wayne RESA |

MICHIGAN
CHARTER
SCHOOLS
STATEWIDE



Detroit

.C

The Council
Michigan Council of Charter
School Authorities

Charter School Type

■ *Serves K-8 Students Only*

© Central Michigan University

Ferris State University

Ferris State University

Lake Superior State University

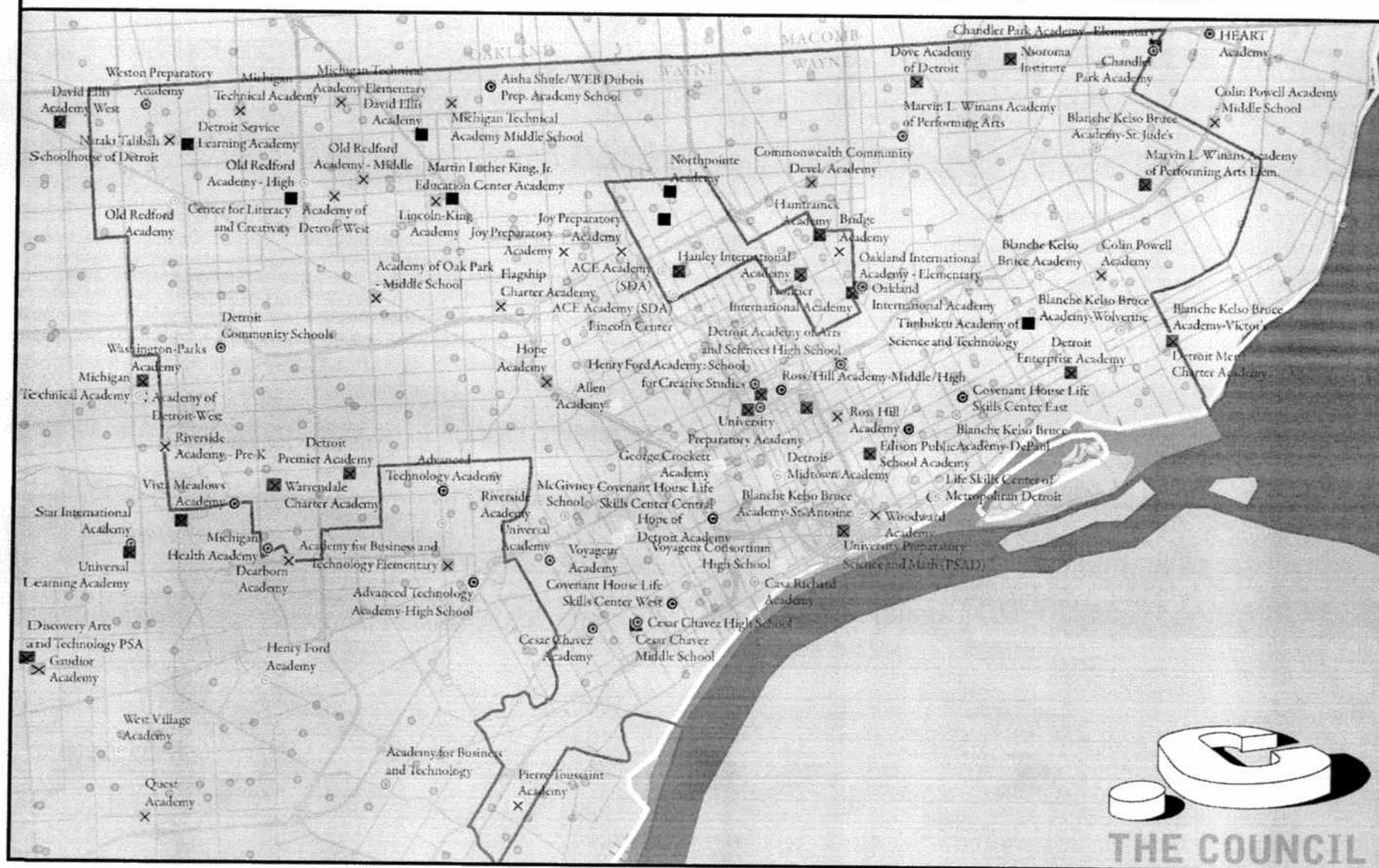
© Northern Michigan U

© Northern Michigan University

© Saginaw Valley State University

© All Other Areas

© All Other Authorizers



250 PUBLIC SCHOOL ACADEMIES SERVING 112,000 STUDENTS

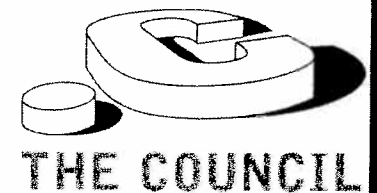
150 PSA's authorized by public universities
(plus 4 urban high school academies)

45 PSA's authorized by community colleges

28 PSA's authorized by intermediate school districts

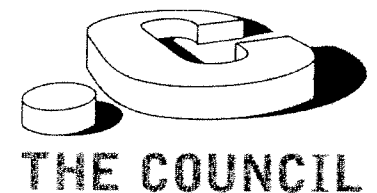
15 PSA's authorized by local school districts

7 Strict Discipline Academies
(2 by public universities and 5 by ISD's)

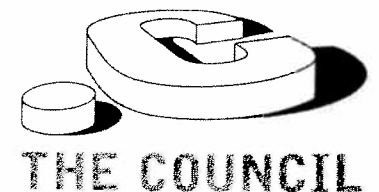
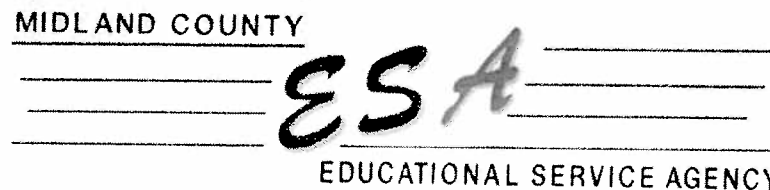


WHAT IS THE COUNCIL?

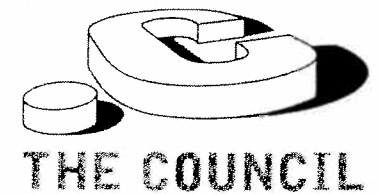
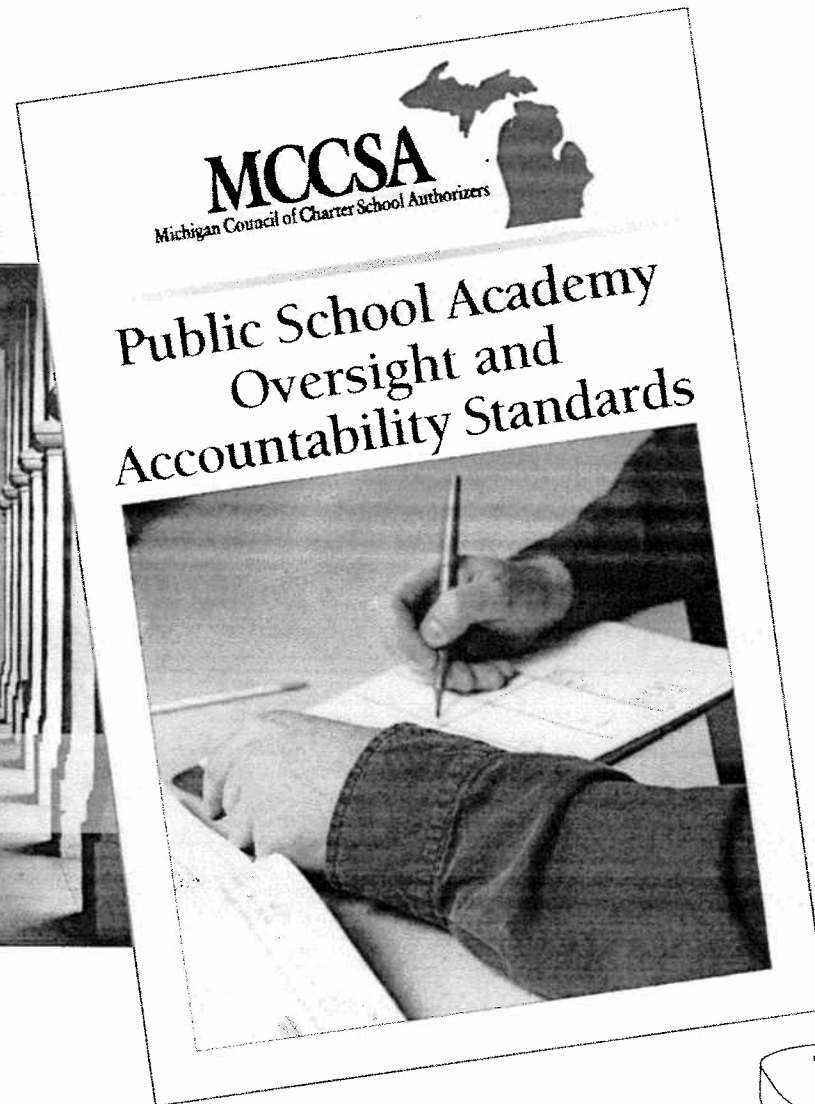
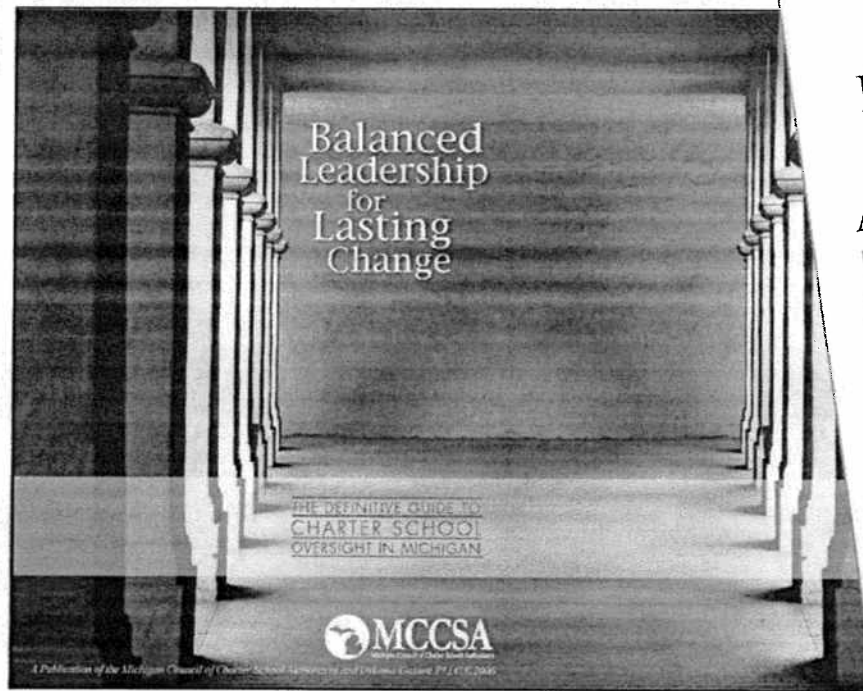
- The Michigan Council of Charter School Authorizers (The Council) serves as a collaborative non-profit, non-partisan professional organization that allows for sharing of issues, ideas, resources and best practices among all authorizers working in the state.
- Council members have been working together to keep Michigan's charter school strategy in motion since 1994.
- The Council serves as the voice of the authorizers with the legislature, the news media and other stakeholders.
- Council members authorize 85% of all of the public school academies in the state of Michigan.



WHO IS THE COUNCIL?



STANDARDS & ACCOUNTABILITY



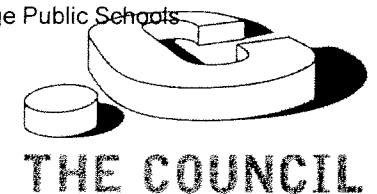
TOP 20 MICHIGAN SCHOOL DISTRICTS

MEAP PERFORMANCE - FALL 2009

District Name	% Proficient	Authorizer	Local District	
1	EAGLE CREST CHARTER ACADEMY	96.7%	Central Michigan University	West Ottawa Public Schools
2	FOREST HILLS PUBLIC SCHOOLS	96.5%		
3	SPRING LAKE PUBLIC SCHOOLS 95.8%			
4	CANTON CHARTER ACADEMY 95.5%	Central Michigan University	Plymouth-Canton Schools	
5	BLOOMFIELD HILLS SCHOOL DISTRICT	95.5%		
6	NORTHVILLE PUBLIC SCHOOLS 95.3%			
7	SOUTH ARBOR CHARTER ACADEMY	95.2%	Central Michigan University	Milan Area Schools
8	COLE ACADEMY	95.2%	Central Michigan University	Lansing Public School
District				
9	STANTON TOWNSHIP PUBLIC SCHOOLS	95.1%		
10	BIRMINGHAM CITY SCHOOL DISTRICT	94.9%		
11	CHANDLER WOODS CHARTER ACADEMY	94.9%	Grand Valley State University	Comstock Park Public Schools
12	EAST GRAND RAPIDS PUBLIC SCHOOLS	94.8%		
13	HASLETT PUBLIC SCHOOLS	94.7%		
14	ROCHESTER COMM. SCHOOL DISTRICT	94.5%		
15	DEXTER COMMUNITY SCHOOL DISTRICT	94.5%		
16	CROSS CREEK CHARTER ACADEMY	94.3%	Central Michigan University	Byron Center Public Schools
17	CALEDONIA COMMUNITY SCHOOLS	94.2%		
18	HOLLY ACADEMY	94.1%	Central Michigan University	Holly Area School District
19	ACHIEVE CHARTER ACADEMY 94.1%	Grand Valley State University	Van Buren Public Schools	
20	OAKLAND ACADEMY	94.0%	Grand Valley State University	Portage Public Schools

Michigan Department of Education
 1000 West Washington
 Lansing, MI 48906
 Phone: 517/373-3000
 Fax: 517/373-3001
 Web: www.mde.state.mi.us

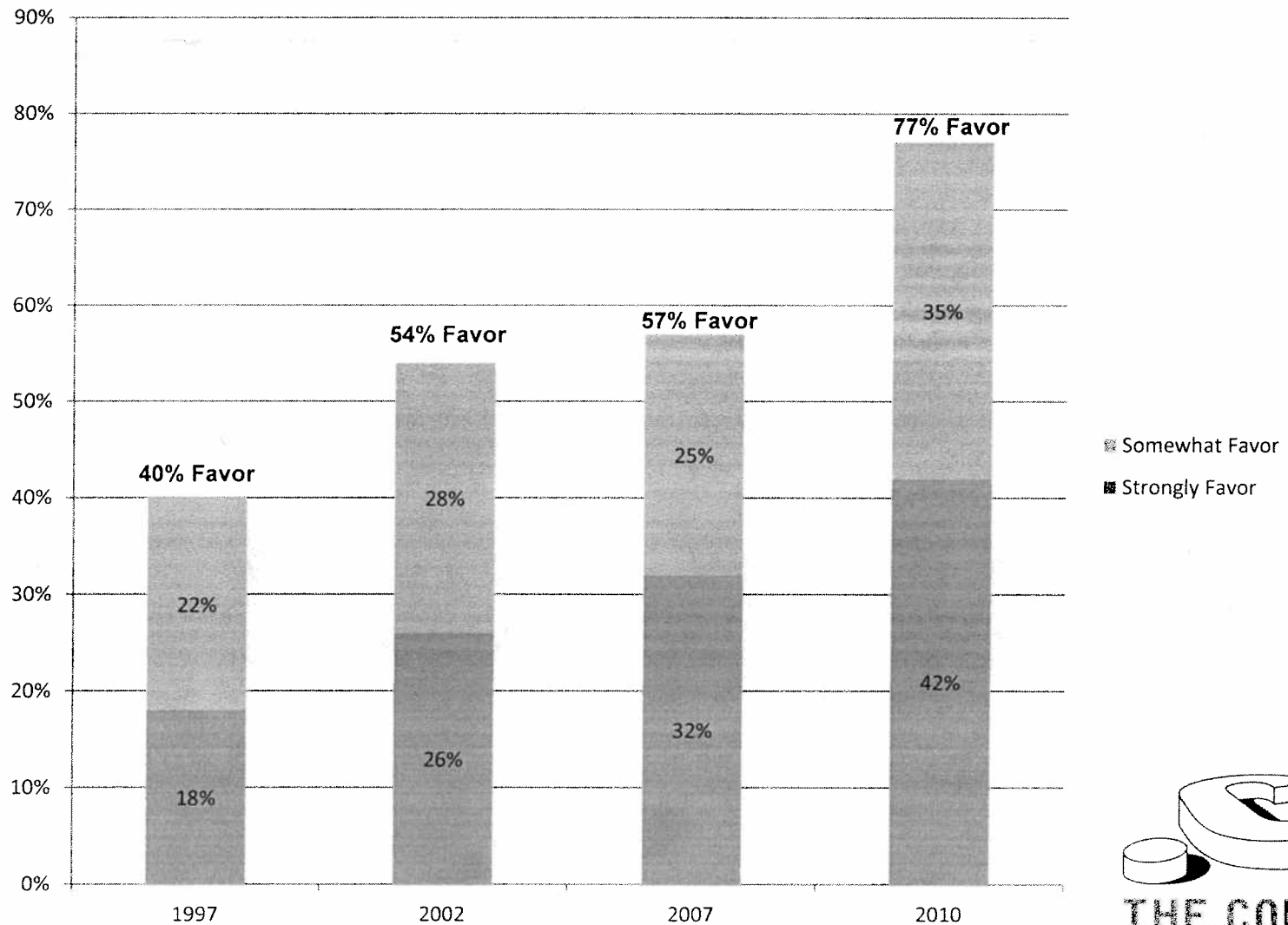
Michigan Department of Education
 1000 West Washington
 Lansing, MI 48906
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 Fax: 517/373-3001
 Web: www.mde.state.mi.us



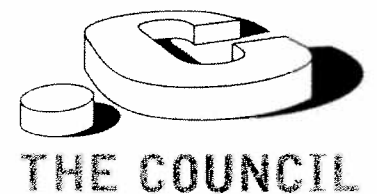
PUBLIC OPINION OF CHARTER SCHOOLS

INCREASING OVER TIME

Do You Favor or Oppose Charter Schools in Michigan?



Source: Marketing Resource Group



CHARTER APPLICATION PROCESS

PHASE I



PHASE ONE CHARTER APPLICATION

This application is designed to serve as an initial application to Grand Valley State University ("GVSU") Charter Schools Office ("CSO") pursuant to Part 64 of the Michigan School Code. It will be used by GVSU CSO to determine whether to invite an Applicant to advance to a second phase application and review process. Charter school contracts will be issued on a competitive basis as additional chartering opportunities become available.

The Phase One Charter Application form offers an opportunity for charter school founders to briefly outline their program components and objectives in short narrative form. If initial interest is expressed, then an applicant may undertake the more comprehensive, rigorous Phase Two application process.

It is important to note that acceptance of this application does not bind GVSU CSO to issue a contract to any person or entity. GVSU CSO retains the right to approve some or none of the applications submitted. In addition, GVSU CSO retains the right to (i) alter these documents at any time, (ii) require the submission of additional materials, (iii) return incomplete applications, and/or (iv) make applications available to others in compliance with the Freedom of Information Act.

Application Process

1. Complete the attached application form by including a response to each category and item on the form. All application responses must be typewritten.
2. Attach to the application all required documents, including your project narrative. The narrative must be typewritten, single-spaced, in 12-point or larger font. Please do not append any support materials at this time.
3. Do not bind your document. Fasten with a single staple in the upper left-hand corner or secure with an appropriately-sized pressurized binder clip.
4. Send one (1) paper copy and one (1) electronic copy of your application to the address listed below. The electronic file version must be covered in email in either Microsoft Word, WordPerfect®, or Acrobat® Reader (.pdf) format.

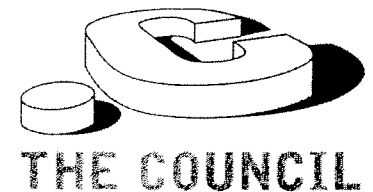
Please send to

Central Michigan University
Charter Schools Office
ENR 260 Gateway Drive
Hassett Pleasant, MI 49859
Attention: Charter Application Review Committee
Electronic copy to: charter@cmu.edu

5. No application fee is required at this time. Should you be invited to submit a Phase Two application, GVSU CSO eventual application fees may apply.
6. You will be notified of your application status within sixty (60) days of receipt.
7. Please contact Kevin Middendorf, Charter Schools Compliance Officer, at (616) 331-3656 or kiddendorf@cmu.edu with questions.

Members of the Council authorize charters through a competitive Charter Application Process. Phase I occurs in January each year, for schools planning to open the following fall.

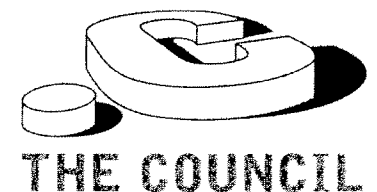
Applicants with a promising vision, sound business plan, quality education plan, and the ability to implement are invited into Phase II.



CHARTER APPLICATION PROCESS

PHASE II

- Once an applicant demonstrates promise in the Phase I application process, they are invited to participate in Phase II of the application process, which is lengthy and detailed.
- Successful Phase II candidates are brought to the authorizer's governing board for approval to grant a charter.
- Once a charter is approved, the authorizer works closely with the applicant to identify, establish and appoint a school board, ensure facility meets code, develop a contract that complies with all federal and state law, as well as, authorizer requirements.
- The school then enrolls students and prepares to open in the fall of the identified year.
- Roughly 1 in every 40 applicants is granted a charter in Michigan.

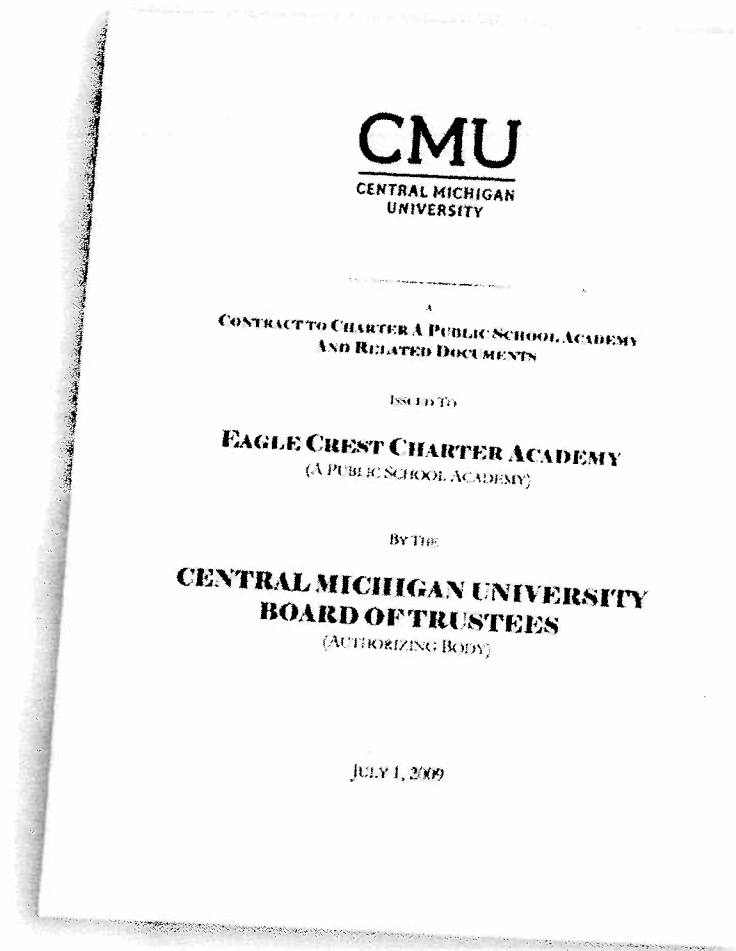


AUTHORIZER SERVICES & OVERSIGHT

The Charter Contract, Compliance, Educational Goals, Reports & Accountability

CHARTER CONTRACT

The Charter Contract is an agreement establishing a relationship between the authorizer and the Board of Directors of the Public School Academy.



CHARTER CONTRACT

AS A PERFORMANCE AGREEMENT

The Charter Contract between an authorizer and the public school academy is structured as a **performance contract**. In addition to standard compliance requirements, the contract outlines specific performance requirements:

1. ***Fiscal Accountability***
2. ***Organizational Performance***
3. ***Educational Goals***

EDUCATIONAL GOALS

Pursuant to applicable law and the Terms and Conditions of this Contract, including Article VI, Section 6.1, the Academy shall achieve the educational goals identified in this schedule or demonstrate measurable progress toward its achievement.

The achievement of this goal or the demonstration of measurable progress toward its achievement shall be a significant factor in the decision of whether or not to renew the Academy's Contract or may constitute grounds for the University Board to suspend and/or revoke the Academy's Contract.

Additionally, the university expects the Academy will meet the state's accreditation standards and achieve Adequate Yearly Progress (AYP) as measured by the Michigan Education Assessment Program (MEAP) and Michigan Merit Exam and defined by the Elementary and Secondary Education Act.

Educational Goal To Be Achieved:

GOAL: Prepare students academically for success in college, work and life.

MEASURE 1: Student Achievement

To determine if the Academy is achieving this goal, the academic proficiency of all students who have been enrolled at the Academy three or more years will be measured annually in grades 2, 3, 8 and 11.

Grades	Measure	Targets
Grades 2 & 3	Median scaled scores on the Performance Series [®] by Scantron reading and mathematics administered in the spring.	Students enrolled for three or more years will achieve scaled scores equal to or greater than the national average. Grade 2: 2265 (Reading) 2191 (Math) Grade 3: 2343 (Reading) 2415 (Math)
Grade 8	Median composite score on the Explore [®] test by ACT, Inc. administered in the spring.	Students enrolled for three or more years will achieve a composite score equal to or greater than 16 the Composite ACT College Readiness Benchmark.
Grade 11	Median composite score on the ACT [®] test by ACT, Inc. administered in the spring.	Students enrolled for three or more years will achieve a composite score equal to or greater than 21 the Composite ACT College Readiness Benchmark.

MEASURE 2: Student Growth Toward Achievement

To determine if the Academy is demonstrating measurable progress toward this goal, the academic growth of all students will be measured annually in grades 3 through 11.

Grades	Measure	Targets
Grades 3-8	Median scaled scores on the Performance Series [®] by Scantron reading and mathematics administered in the fall and spring.	The growth scores from fall to spring will demonstrate students are on track to meet the student achievement targets.
Grades 9-11	Median composite scores of Explore [®] , Plan [®] and ACT [®] tests by ACT, Inc. administered in the spring.	The composite score gains between the Explore and Plan tests, and between the Plan and ACT tests, will demonstrate students are on track to achieve a composite score equal to or greater than 21 on the ACT.

The Educational Goals require each academy to:

“Prepare students academically for success in college, work and life.”

This is determined by two measures of success:

- 1. Are students proficient?***
- 2. Are students growing?***

ACADEMIC PERFORMANCE & ACCOUNTABILITY: MY GOAL

My Life
My Education
My Potential

My GOAL

...success in college, work and life.

"What you get by achieving your goals is not as important as what you become by achieving your goals." — Zig Ziglar

THE CENTER
FOR
CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

My Life, My Education, My Potential

My Goal

My goal is to... (text partially obscured)

Education, Performance & Growth

My goal is to... (text partially obscured)

My goal is to... (text partially obscured)

My goal is to... (text partially obscured)

What Work?

My goal is to... (text partially obscured)

My goal is to... (text partially obscured)

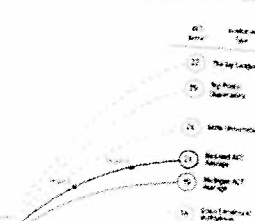
Preparing for College

My goal is to... (text partially obscured)

My goal is to... (text partially obscured)

My goal is to... (text partially obscured)

What is my future educational goal?



Preparing for Life

My goal is to... (text partially obscured)

My goal is to... (text partially obscured)

How can education help prepare me for life?

Level of Education	Percentage
Postgraduate	6%
College Grad	54%
Some College	45%
High School	37%

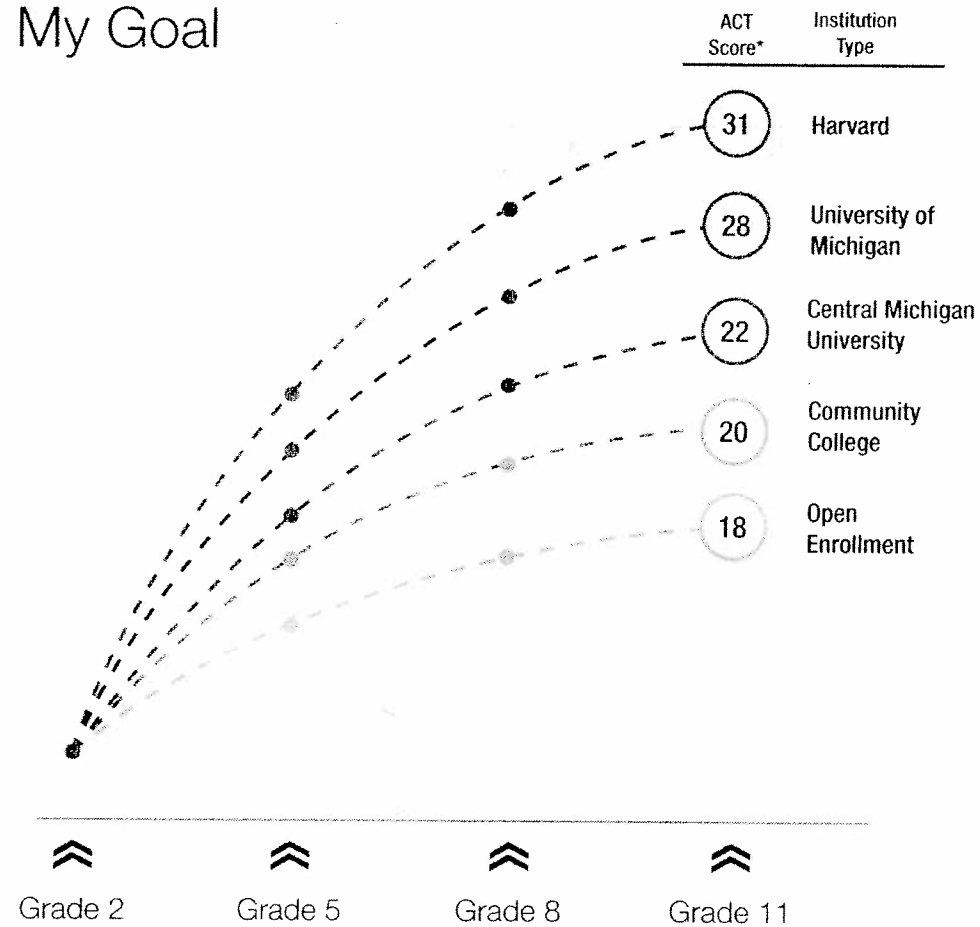
Annual Earnings	Percentage
\$75,000+	6%
\$50,000 to \$75,000	56%
\$25,000 to \$50,000	42%
\$10,000 to \$25,000	30%
Less than \$10,000	27%

THE CENTER
FOR
CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

THE COUNCIL

ACADEMIC PERFORMANCE & ACCOUNTABILITY: MY GOAL

My Goal

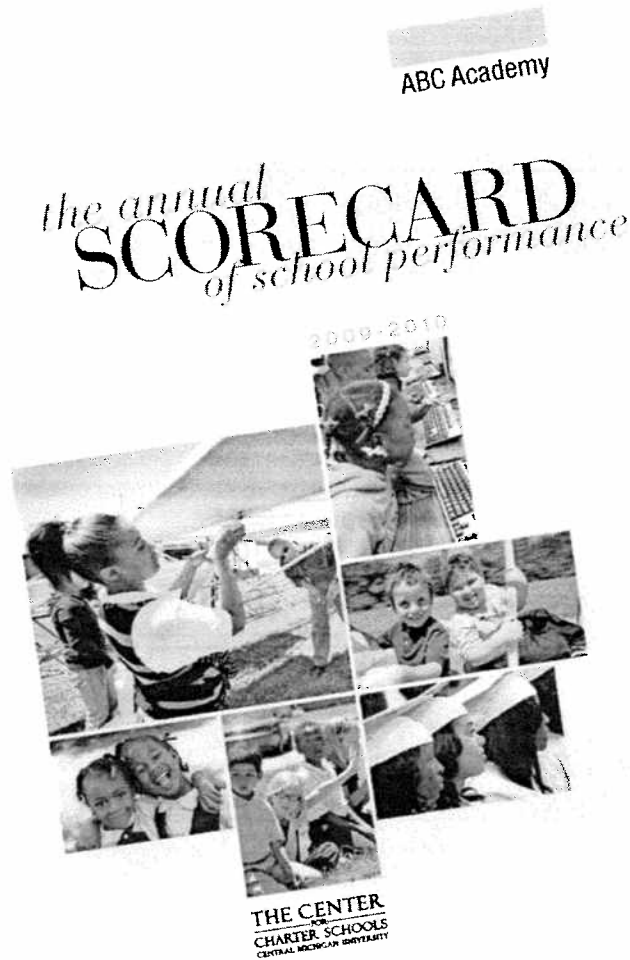


MAXIMIZE STUDENT ACHIEVEMENT THROUGH SUPPORT AND EVALUATION

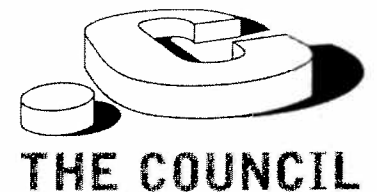
ACADEMIC PERFORMANCE & ACCOUNTABILITY

1. Develop, analyze and report results on Educational Goals.
2. Review educational programs.
3. Review curriculum and support academies.
4. Oversee student assessment oversight and support.
5. Oversee educational planning and assessment systems.
6. Internal and external reporting of student achievement data, in conjunction with the Performance Data Center.
 1. Use, storage and analysis of MEAP, Scantron, ACT & NWEA data.

ACADEMY SCORECARD

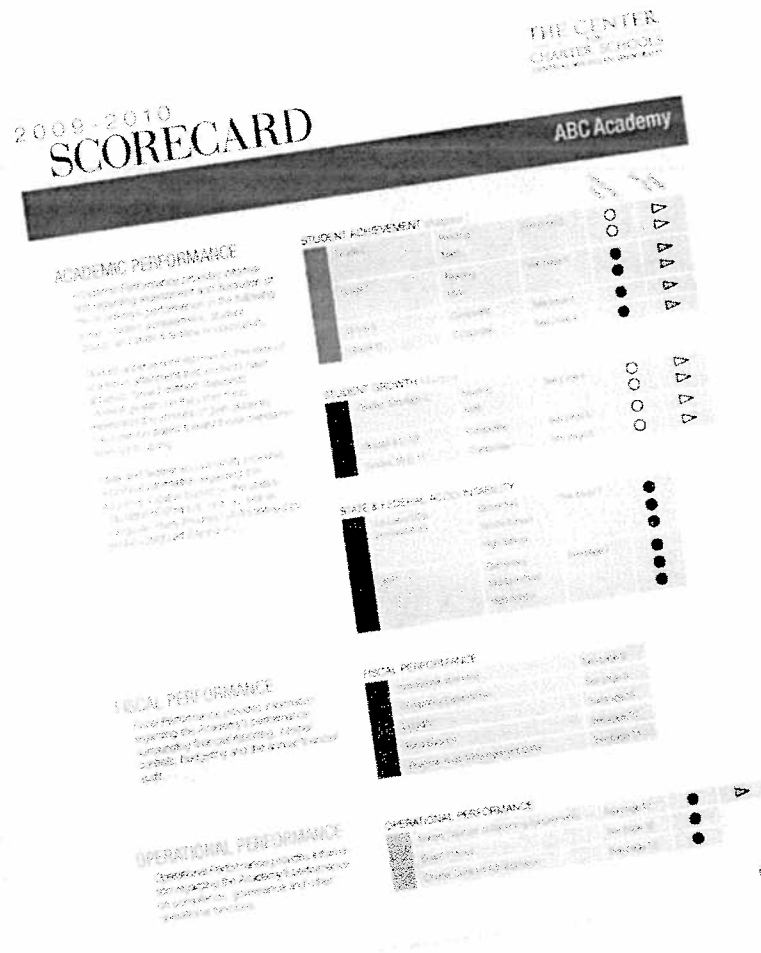


The Center conducts annual summative assessments which are aligned to performance requirements outlined in the Charter Contract.



ACADEMY SCORECARD

KEY PERFORMANCE INDICATORS



- The Academy Scorecard is a comprehensive school evaluation system that assesses 3 main areas of a public school academy:
 - Academic Performance
 - Financial Performance
 - Operational Performance
- Each section indicates key indicators that correlate to specific core competencies to determine both **performance** and **change**.

TOOLS & RESOURCES



Geography Accountability for Public Education

THE CENTER
FOR
CHARTER SCHOOLS
MASTER CALENDAR OF REPORTING REQUIREMENTS
July 1, 2009 - June 30, 2010

Date Recd
May 15, 2009
June 20, 2009

July 16, 2009

July 11, 1969

July 11, 1964

Research Results

Report Description
 decisions Reported Data ARD's Timeline for the 2006-2007 school year
 specifically named School Reported Data
 submit to The Center for Accountability
 www.ard.state.tx.us/ARD/ARD
 Administrators will receive an email with username and password
 information prior to May 15, 2006




Board adopted 2009-2010, revised Calculator of Ranges to Scheduled Meetings.

School and grade level used: *reference testing results for grades 1-4 is applicable for the 2003-2004 school year. The next available testing results*
submitted to: *The Center for Assessment*

22. 2nd Quarter Financial Statements for the State - Bureau of Finance
submitted to: The Comptroller and DSI

THE CENTER
FOR
CHARTER SCHOOLS

1st Quarter-at-a-Glance
2000-2001 Undergraduate Academic Requirements

 2.1.1. Accounting Basics
  2.1.2. Basics of Financial Accounting
  2.1.3. Basics of Financial Accounting
  2.1.4. Basics of Financial Accounting

<p>July 1997 <i>Board of Directors</i> 2001 <i>Annual Conference on Supervisory Technology Development</i></p>	<p>August 1997 <i>Executive Academy Board</i> 2001 <i>Executive Academy Conference</i></p>
<p>July 1998 <i>Chief of Police</i> 2002 <i>Meeting</i></p>	<p>August 1998 <i>Subcommittee Chair</i> 2002 <i>For the June 2003</i> 2002 <i>Meeting</i></p>
<p>July 1998 <i>Subcommittee on Supervisory Technology Development</i> 2002 <i>Meeting</i></p>	<p>August 1998 <i>Subcommittee on Supervisory Technology Development</i> 2002 <i>Meeting</i></p>
<p>July 1998 <i>Subcommittee on Supervisory Technology Development</i> 2002 <i>Meeting</i></p>	<p>August 1998 <i>Subcommittee on Supervisory Technology Development</i> 2002 <i>Meeting</i></p>
<p>July 1998 <i>Subcommittee on Supervisory Technology Development</i> 2002 <i>Meeting</i></p>	<p>August 1998 <i>Subcommittee on Supervisory Technology Development</i> 2002 <i>Meeting</i></p>

- August 2 - October 1: Assembly in Washington Institution America
- September 8 - October 6: Southern Training Institute
- September 27 - October: member meeting at the headquarters of the State Child Board of Tennessee members
- September 27: Child Board of Tennessee
- September 29: The Great Culture Day, etc.

* To the extent that the information contained in this document is derived from the records of the Department of the Interior, the Department of the Interior is not responsible for the accuracy or completeness of the information.

Holly Academy

School Opened:

Mission Statement:
Holy Academy's mission is to provide a Christian education that is both academically rigorous and spiritually enriching, preparing students for a life of faith and service.

Holly Academy's mission
community partnership

Educational Service Provider: Self-managed
Central Michigan University
Address

Authorizer: Central Michigan
Grades
K-8, SpEd
Address
820 Academy Rd, Holt

Academic:
Instruction Type:
Average Teacher Salary (08-09)
Teacher/Student Ratio (08-09)
Attendance (06-09)
Graduation Rate (06-09)

Financial:
Foundation Grant (08-09)
Fund Balance (08-09)
Perempt Operating Expense
Spent On Instruction (08-09)

Composite Resident (Total)

Holy Ase School District
Fenton Ase Public Schools
Linden Community Schools
Huron Valley Schools
Clarkston Community Schools
Grand Blanc Community Schools
Berkley School District
Lakeside Community Schools
Farmington Community Schools
Farmington City School District

Updated 30-NOV-10

Grades in 2009-2010:

KG, 1-8, GenEd, SpEd

Total Preliminary Headcount 09-10: E

Current Contract Terms

Pup#s
08-09
108

Ed YES!
08-09
A

Ed YES!
08-09

NCLB Phase
08-09
Phase 0

Pupil Count Trend

ACADEMIC PERFORMANCE: STUDENT ACHIEVEMENT 2 & 5

EDUCATIONAL GOAL	IMAGES	NOTES	STATUS
<p>Research students and faculty to become a college, university and so.</p> <p>Research students and faculty to become a college, university and so.</p> <p>Research students and faculty to become a college, university and so.</p>	<p>The research students and faculty to become a college, university and so.</p> <p>The research students and faculty to become a college, university and so.</p> <p>The research students and faculty to become a college, university and so.</p>	<p>The research students and faculty to become a college, university and so.</p> <p>The research students and faculty to become a college, university and so.</p> <p>The research students and faculty to become a college, university and so.</p>	<p>The research students and faculty to become a college, university and so.</p> <p>The research students and faculty to become a college, university and so.</p> <p>The research students and faculty to become a college, university and so.</p>

Participants' Beliefs Regarding the Use of Force

Percentage of participants in the 'Right' and 'Wrong' groups who agreed with the statement: 'It is acceptable to use force to control a violent person'.


Group	Agree	Disagree	Don't know
Right	10%	20%	70%
Wrong	30%	20%	50%

Free/Reduced Lunch Eligibility
2008-2009

☐ Free ☒ Reduced ☐ Not-Eligible
General and Special Ed Status
2008-2009

Printed: 2/6/2010 10:52 AM

THE CENTER
FOR
CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



THE COUNCIL

WIND-UP & DISSOLUTION

RESOURCES AND SUPPORT

Our authorizers work with various resources to support the transition of students into other schools.

The Michigan Association of Public School Academies (MAPSA) is an instrumental resource in assisting the academy on communication and transition services.



School Closure Outreach Assistance

To assist parents and teachers in their transition from public school academies that will be closed at the end of this academic year, The Center for Charter Schools at Central Michigan University has sponsored outreach activities through the Michigan Association of Public School Academies (MAPSA).

An academy's participation in this service is voluntary and will be provided at no cost to the academy. Choosing to participate will facilitate the academy's wind-up and dissolution by ensuring a smooth transition for families looking for new educational options, and for teachers searching for new employment opportunities.

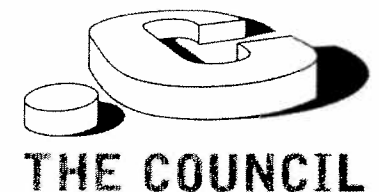
Through this service:

- Parents will receive a personalized letter from MAPSA encouraging them to choose a charter school. Parents will also receive a regional charter school directory to help them select a charter school within their community.
- Teachers will receive a personalized letter from MAPSA, a regional school directory, and information about MAPSA's teacher fair.
- Parents and teachers will also receive two email messages—one that corresponds with the activated letter, and a second follow-up email later in the spring.

To participate in this service, contact Gary G. Gagnier, MAPSA Vice President for Public Relations & Legislative Affairs, and provide him with an Excel spreadsheet with directory information for affected parents and teachers. This information should include their name, home address, city, state, zip code, and email address (if available). Gary can be reached at (517) 371-9167 or via email at gagagnier@charterschools.org.

CMU-Authorized Charters Closed in 2010:

- Colin Powell Academy
- Academy of Oak Park
- Life Skills Center of Metropolitan Detroit
- Cherry Hill School of Performing Arts
- Academy of Inkster

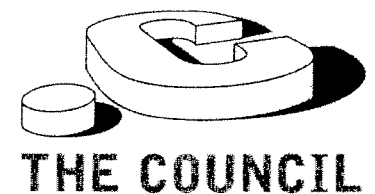


CONTACT INFO

Billie Kops Wimmer
517-487-4848
bwimmer@mccsa.us

Dr. Lawrence Wells
231-591-5802
LawrenceWells@ferris.edu

Mary Kay Shields
517-364-9600
mshields@thecenterforcharters.org



QUESTIONS?

